

A Methode or comfortable
beginning for all vnlearned,
whereby they may bee taught to
read English, in a very short time,
vvith pleasure: So profitable as
Strange, put in light, by
I. H. Chester
Herald.



Reason, } the { Mother
Order, } { Nurse } of al humain perfections
Experience, } { Teacher }

¶ Imprinted at London,
by Henrie Denham.

Anno. 1570.

The contents.

First the Preface, wherein is shewed, that this maner of teaching is after the councell of the excellent Latine rethorician Quintilian, who died aboue. xv. C. yeres past: And which sort of the learned liuing doe wishe the furthe-
raunce thereof: with examples after what sort our predecessors and we haue bene heretofore taught to misname our letters, to the hinderance of all the willing to learne.

2 Then followeth the newe maner of teaching, whereby who so can reade English onely, may alone learne the order folowing, and so bee able to teach the same to others that knowe no letter, to reade thereafter in a very short time.

3 Thirdly and last, there is in a great letter, the Christian beliefe, the ten Commaundmentes of God, and the Lordes prayer, where the sillables are sundered, for the ease of all learners olde or yong.

The Preface.



Towardes the latter ende of the seventh Chapter, of my Treatise of the English Orthographie, published in June. 1569. I declared Quintilians opinion, in teaching of letters, where I also professed, if I did set forth an A. B. C. for teaching of the rude, I would follow his counceill, which I doe hereafter very neare. And although it hath appeared by my sayde Treatise, that we maye write certainly and well without the doubling of consonants for the shortnesse of the toel besore them, yet for that it doth none otherwise import but for the twise writing of them, I doe vse them hereafter doubled: and thinke it sufficient that men may see, what our predecessors might very well haue done. And for the, l, aspirid, for the which Welshmen and Spanyardes doe vse the, ll, for our English tongue, the, l, without any mark for the aspiration, may sufficiently serue, after the folowing maner of teaching: but otherwise not. And therefore, I vse hereafter no marke for the l, aspirid. Which yet should be very meete for any man that would write the Welsh. As by the way of pastime, I haue done from a Welshmans mouth, though I vnderstood no worde thereof, and did reade it againe to him, and diuers others of that language, so as one amongst them (which knew me not) sayde vnto the rest in Welsh, that I coulde speake Welsh so well as he. But the rest knowing the contrary, laughing tolde me what he sayde, whom I forthwith certified, that I did it, by an order and certaine knowledge what I did write, and not by any acquaintance with the tongue. The like haue I done of the Irish, and may as easily doe of the Barbarian, or Russian speeches, or any other so straunge as they, hearing them distinctly spoken. And though I vse not their letters or maner of writing, I would well hope so to write, as at any time thereafter seeing it, I should be able to reade and pronounce it againe, even as he that I heard it of, spake it vnto me. And I haue of late experi-

A. y.

mented

The Preface.

mented and proued the certaintie and profite, in the ease and readinesse of the sayde newe maner of teaching, to the comfort of diuers which are extant and liuing, to certifie such as maye doubt therof: and so the same is most profitable for such as can not read, and are otherwise out of al hope euer to be able to attain to read. Yet I wrote my sayde Treatise for the learned sort to consider of, to proue what they woulde like or mislike thercof: and finding that few haue thought it worth their labour to reade, and fewer, yet some such as to their learning are of greater experience & acquaintance with vulgar tongues of our Southerly neighbors, haue sounded it so deeply as to foresee the commodity which may come by the renewing, and haue wished the meanes were deuised and put in execution, for the general vse therof: which they themselves could not begin, except they knew others (to whome they might write) were in likewise perfite therein. And the other sort finding themselves serued, haue no regarde to the multitude, liuing nor for to come. It is manifest that no priuate man, or any one profession of men, eyther of the Uniuersities, or of the Innes of Court, or of Marchaunts, or Scriueners, are able vpon a sodaine to chaunge a peoples manner of writing, no more than of their speaking: and yet time and occasions haue done both, and that much in England within these few hundreds of yeares. And if a certaintie, order, and reason may by experience be found to be profitable for the vnlearned sort, it may in short time preuaile generally: for the effect of writing consisteth not in the letter, but to shew what is ment by the letter. So that, as there is no thanks nor benefite to be hoped for, in the continuance of such letters as our predecessors vsed: no more shall it offende or griene any reasonable creature liuing, to see other letters vsed, than such as he hath learned, nor is any man bounde to the shape of this or that letter, but that which is easiest to be written, and best giueth the Reader the vnderstanding of the writers meaning, and is most easiest to be taught, to the ignorant of all letters, that is to be accounted the best maner of writing. And therefore, when the learned sort of all professions shall see the experience, how easily, and

in

The Preface.

in what short time their vnlearned parentes, friendes, and other acquaintance which they haue occasion to trafick and deale with, haue learned to reade, and some peraduenture to write, after the following maner, they knowe they may turne their penne to vse it, or leaue it when they list. And then there may be good hope that in short time thereafter, it will be generally vbled. For if euery one learned may vse it with the turning of his hande, they all maye consent therevnto, within the turning of one Moneth. Nowe in what maner we doe misname our letters, you may vnderstande by that which followeth. As for example. For such as are learned in the names of things, by termes of other languages than their mother tongue, and yet vnderstanding thereby the thing ment, no doubt but they finde it sufficient for them so to vse the same names they haue learned, though vnderstanding the etymologie and meaning of such termes by their owne speech, they may well thinke howe it shoulde gine the hearers (being onely acquainted with their mother tongue) the better signification of the thing wherfore it is spoken. But it must nedes be, that eyther blind affectation in some, and nice curiositie, or baine imitation in others, haue caused our predecessours to consent to certaine straunge termes, when their owne mother speech might much better expresse the qualitie of the thing (from the mother and nurse) to their succession. Whobeit, I must confesse it beautifieth an Orators tale, which knoweth what he speaketh, and to whom: but it hindereth the vnlearned from vnderstanding of the matter, and causeth many of the Countrie men to speake chalke for chesse, and so nickname such straunge tearmes as it please many well to heare them: as to say for temperate, tempo:all: for surrender, sullender: for stature, statute: for abled, oblect: for heare, heter: certissied, for both certissied, and satisfied: dispence, for suspence: defende, for offender: surgiant, for surgian: which the French terme chirurgian, which is flesh clenser. In like maner the French and we doe vse Biscuyte, which signifieth twise bakkt: and for the Ouen heeder, turner, deriued from Four an Ouen: Barbier of Barbe, we say Barber, which deriued from the Englishe Primitive Bearde, should

The Preface.

Should by like reason be in English bearded: the like for Rasor a shauer, or euen maker: a Furbisseur, a Skowzer: a Cutteleir, a laniuer, or knife maker: a garde, or warde, a keepe or defence: a Gardebras, or wardebzas, an arme keeper: a Portier a gate wayter, or gater: a Porteur, a bearer, or a burdener: a Pantier, or Pantler, a Breadseruer: a Bottellier, a Bottellertier: Cordoanier, a Shoomaker: a Marenier, a Seaman, or sayler: a Scribe, or Scriuener, a wyter: a Plumber, of Plumb for Lead: a Tailour, a cutter, or shaper, as we say for the woman, Shapester: a Marchaunt a Ponger, a Lauandier & Lauandiere, a washer, and many others. And yet were our Predecessours contented for infinit other wordes, as Arbalestrier, for Crossebowmaker: and such like (as easie in French, as those aboue) to kepe them in their mother tongue, as good reason was, except they woulde haue charned the whole Englishe Baron language, to the French tongue, or nere vnto it. These and such like hinderances to the rude, haue so long continued, as they are hard to be reformed. And though the rude doe endeour to immitate the learned, though it be to a contrarpe sense: yet I meruaile howe by any meanes the lyke shoulde come in print, seeing it doth passe so many handes, as for this worde Mestier in French, signifying a handie craft, I finde imprinted by the worde misterie, signifying a worde or ceremonye, sounding or shewing one thing, and meaning another.

And others there are of farre West, or North Countreyes, which vse differing English termes from those of the Court, and London, where the flower of the English tongue is bled. And if some such one come to any good learning, by great continuance, and putteth some worke in print, his authoritie maketh many a rude English worde to be printed. And greatly they are not to be blamed, bicause they thinke they doe for the best: for fewe men knowe of diuers wordes signifying one thing, which shoulde be the best, and most meete to be preferred: except it be such as are learned, and therewith much exercised with hearing, speaking, and wyting of the best: as for these wordes, the one part and the tother, who doubteth but it should be written, that one part, and

The Preface.

and that other, and some will say and write, iny tother, and thy tother: we vse to say, commaundment, why should we be bounde to write it as the Frenche worde is spoken commaundement, and infinite others which I doe omit at this time. Nowe calling to minde what hath bene sayde for wordes, euen the like may be as iustly sayd of letters: for they are misnamed much from their offices and natures, whereby the desirous are much the more hindered from learning to reade, though they werẽ neuer so willing. For by the former maner the more reason a man or woman hath, the latter, and with more trauaile and paine shal he or she learne it. And by this following order, the reasonable will delight therein, for that the eye, the tongue, and the eare, may altogether finde it to frame with reason, which is the mother and roote of all sciences and mans workes. And by how much reason wanteth in any of them, so much doe they want of their perfection. As for example by part of our letters, wherby you may vnderstand the like of most of the rest. For V. what reason is it to call it ache which we speake when we would expresse the grieve of braine, flesh, or bone, and say and write, heade ache. &c. where as the nature and office of V. is to signifie the onely putting forth of the breath, before or after the pure voyces calde vowels. So as in teaching a reasonable man, ignorant of letters, as they are now accustomed, and aske him how soundeth in his eare (which is now taught by spelling, whereby they must make that which is not giuen by the name of the letter to soundeth, h, r, he will answer, teacher, for so are your letters taught, as might be thus, te, ache, er, which soundes iustly, as you teach these letters to be named. But you will say, he must know what it spelles, which spelling is as reasonable, as to say, a Woodcocke, a Snite, and a Carlu, doe make a present of Godwittes; yet though they haue all long bills, they differ in shape and taste, and ought to keepe still their owne names, so long as their naturall proportion is seene, and so of the rest. It is a sophisticall maner of teaching when the letters apart must be named in one sort, and being put together, in another, it is a maner of Metamorphosis, or worke of Circes, so to trans-

A. liij. forme

The Preface.

forme them from their natures and offices. Wherefore (though now in the latter dayes, being better late then neuer) here followeth a certain rule with demonstrations, so as the first breath or sound, or both together, of the name of the thing figured vnder eche letter, is the breath or sounde, or both together of the letter aboue it, with examples thereafter in diuers wordes. Which euery one that is able to read, may at first sight vnderstande, and so be able to teach it to others. The ease wherof is such, that so soone as one is able to name the.rrv.letters perfectly and readily, wheresoeuer they present themselves to his eye, so soone shall he be able to reade. Which may be in so short a time, or shorter, than he shall be able to learne to know.rrv.diuers men, women, and children (though he neuer saw them before) and to name them readily and perfectly wheresoeuer he might meete them. And this haue I trauelyed for the behoufe of the multitude, whereby they may the better with bookes (which are dumbe maisters) which often preuaile more than the liuely voyce, comfort themselves, meditate and record prayers meete for Christians, and learne the better to obey their Princes and Magistrates, which I present vnto my Countrey as a good beginning, first to learne to reade before they should learne to write, for that it is farre more readie and easie. And as I maye see this profite, I shall hereafter. by Gods grace, frame a little instruction to teach the desirous the best order and reason I can deuise, for their furtheraunce to learne to write, wherein besides the diligence of the wit and reason, which serueth for reading, there is further necessarie the vse and exercise of the hande. Nothing doubting, but such as may profite thereby, will hartily thank God for it, and remember me in their good prayers, as I shall doe them in mine, that after our transiile past this earthly vale, we may together enioy the heauenly blisse.

So be it.

The Epistle Dedicatorie,
To suche as vnderstande howe the
most auncient and greateſt languages haue vſed, and to
this day doo vſe their letters, Iohn Hart Cheſter
Heraſt, prayeth God for your health and proſperitie.



S N A T V R E doth generally vvork by certain vvaighes, meatures, proportions and courſes, to the reſonable vvhiſh do beſt conſider and obſerue her order, do bring their vvorks to beſt perfection. But ſuche as neuer came forth of hel, thinke there is none other heuē, and others vvhiſh take the falſe for the true, or the doubtful for certain, as bevvitched by Circes inchaunments, to vvhiſh ſort the prouerb may be vvell applied: the blynd can iudge no colors. and vvho is blinder than ſuch as vvil not ſe? Theſe be ſuch as haue bin trained in abuſe, vvher vvith their ſences are ſo imbued and intoxicate, as they vvill allow none other maner (be it neuer ſo reſonable, profitable and certain) than that they haue ben traded in. VVherfore I do dedicate and direct this my trauail to you, vvhiſh I know are beſt able to be iudges therof. For lāguages vvhiſh ar now no longer from the mother to the child, nor of long tyme vſed vulgarly, but taught as it vvver by ſtepmothers & ſtrange nurſes, can not be other than corrupted and aliened frō the nature: ſo that the trauayled only in them, vvith this our mother tong, are not ſufficient cenſores in this matter. VVherfore thei may do vvell to be patient vntill they vnderſtād your opiniōs, or ſe vvhat experiēce may do therin. And although I haue published an Orthographie, teaching the true vvriting of our Engliſh tounge, I haue not vntill nowve published the moſte eaſy vvay and order to teach the ſame to be read. VVhiſh I haue done, vvpon the conſideration of the intentes of the firſt inuentours of letters, (hovv ſoeuer their ſucceſſors Latins and others haue neglected it) vvhiſh is the reaſon of the facilitie taught hereafter, and ſo cauſeth it to be the more ſtrange, and therefore the more ſubieſte

The Epistle Dedicatorie.

to obloquie, though wholly without cause. As by the example following may partly appere. As our english Saxons out of doubt did, so at this day the German vpper and nether, the Italian and the Spanyard do teach the, h, vvith this voyce Hah, or ha, and am persuaded that no nation, doth teach it vvith so little reason as vve do, and yet vvee are as it vvere drownded in the errour, vvhich came to our predecessours in maner following. The French (vvhich the Normans in the time of the conquest spake, and is lefte in oure common lawes at this daye) in teaching their letters, they remember their scholers of certain things, after the order of the portraytures novv taught hereafter, and for the, d, they note vng deel, in english a thimble: & for, h, vn hache in english a hacher. VVherof it commeth, that our predecessours of long tyme haue abused to call it ache, by ignorance of the inuention, leauing out the first h, vvwhose office and qualitie shoulde be as vvell expressed vnto vs, by the names of chalke or cheese, as by the name of ache, as shall be further sayd in the preface hereafter: And the like reason is there in teaching the most of our letters, and abusing them so diuersly, as it bringeth to the lerner, rather cōfution than help. VVhich I finde as reasonable, as if a nurse should take in hand to teach a child, to go first vpon high pattens or stiltes, or vpon a coarde, or on the hands, before he should be taughte as the naturall and reasonable order is: alledging that vvhen he can go so, he shall be the surer of foote all his life. If our present maner of teaching be by experience proued to be of lyke reason to this, hovv can it be mayntained for good? But the reason of the following order is suche, as the reasonable from .xij. to lx. yeares old may vvith ease and pleasure learne to reade in a very short time, some in more, some lesse, according to the naturall disposition, vvhiche is from .xij. to .xxx. more enclined to learne, than euer before or after. and yet one of .lx. and vpvvards, may vvell and easily learne it. It vvould be thought a straunge matter, or a playn lye, if I shoulde vvrite that one vvhich neuer knevve letter
before

The Epistle Dedicatorie.

before, hath within ten houres teaching of ten days without any reprochfull word, bin able to reade the last six leaues of this booke. though peraduenture you may shortly see the experience of it in a shorter tyme.

The inuention is suche, as if the figures with their letters, ver dravven on the vualles, pillers, and postes of churches, townes and houses, they mought muche helpe and further the ignorant of al letters, to atteme to reade in the following maner, so as in continuance, the paréts and patrons, shold be able to teach their familie, and nurfes the children, as vwell as to go and speake. And some one such in a house, as novv can reade our present maner, may be able to teach it to all the rest of the house, euen the vvhiles their handes may be otherwyse vwell occupied, in vvoorking for their liuing, or otherwise being idle or sitting by the fyre, vvithout any further let or cost. And though ther may be a maner of reformation vvith the figures of our letters accustomed, it can neuer ansvere the proportion of our speeche duly, and therefore neuer be certain, nor any thing neare so profitable for the ignorant of all letters: and vvould be as strange and lothsoin to the common learned, as the folowing maner is. VVherefore, to bring the commodities before vvritten to passe, vvhat if there vv ere a vvhole crosse rove or a, b, c, deuised all of newe letters, to helpe suche as can not be holpen by the former, and therby bring them to the ende pretended, vvhicke is to reade, it can not offende any reasonable man. But as it should be moste vnnaturally and cruelly done, for him that knowveth the meanes and order, to hide it and keepe it from them: so shall it be more ignorantly or maliciously doone, of them that condemne, taunte, or speake euill of the thing they knowv not: therby to discourage the vvillyng, and presumyng to saye, there can be no better vvay to the vvood than their fathers left them.

And further the desirous VValshe and Irishe, maye be muche aduanced thereby, to the true pronuntiation of our speeche, vvhicke vv as neuer before this tyme presented
them

The Epistle Dedicatorie

them: for our present maner is as vnfitte to helpe them in any vyse, as the Frenche present maner of Cacographie, is vnfyt to help vs, to the true pronounciation of the french. whiche tounge, were neuer well learned by any straunger, excepte it were by the lyuely voyce, and that seldome if it be not in youth: whyles the tongue is most pliable, and the witte most pregnant and inclined to speeche. And in lyke maner, by the same certaintie and order, wee may be able to vwrite read and pronouce their speaches, as they do: muche better and easyer, than by their owne maner of vvriting: whiche was neuer nor coude be doone, by our present abused maner.

And for the scruple that some may haue, that it shoulde not be lafull to teache and imprint any other maner, than that which is generally receyued, they may be hereby certified, that it is authorised, according to the order of the iniunction, that all bookes in the former maner, may also be imprinted in this maner. Thus you may see my vvill is good, though my povver be little, and therefore I doo put you in remembraunce, whiche doo acknowledge our abuse, and desire the reformation thereof, to shewe your zeale vnto your countrey, and to put your helping handes, to the furtheraunce of so greate and good a vvoorke: that the desyrous novv rude, neede not to doubt the vvant of bookes in the folloving maner; for their vse: which is novv their only discouragyng and stay: saying, vwhen wee haue learned that (hauing no more bookes for oure exercise) wee are neuer the better. But if there were imprinted for them, the psalter, vvith the order of morning and euening prayer, and the newv testament, there are many a thousand vvell disposed creatures in England, vvould be most glad to lerne it: which are out of all hope othervvise, euer to be able to reade. and they and their like, shalbe bounde to pray God, for you and your succession, to the vvorlds end. VVritten in London, the xviij. of December. 1570.











¶ Here foloweth the new maner of teaching: wherby who so can read English only, may alone vnderstand the order therof: and so be able to teach the same, to others that know no letter, to reade thereafter, in a very short time.













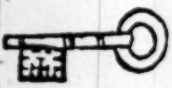




He Teacher ought first to knowe the names of the figures portrayd following for demonstration, & to name the Carecters or letters written ouer the sayde portraytures with the first sound or breath, or breath and sound together; of the names of euery of them, excepting two, as shalbe said thereafter. Wherefore, to make them certaine howe to sounde them, the accustomed name of eche thing is written therevnder, as they are called in the Court, and Lōdon speaces, where the generall flower of all English countrie speaches, are chosen and vsed. And though some would say it were not so, reason would we should graunt no lesse: for that vnto these two places, do dayly
B.j. resort

A Methode.

resort from all townes and Countries, of the best of all professions, aswel of the own landsmen, as of aliens and straungers, and therefore they haue the best meanes to take the best and leaue the worst. And bicause I finde no matter in obseruing the Latine order of their letters, for that no number is vsed by their order as the Greekes haue vsed with theirs: I haue deuided and parted them, into theyr sortes, as shall be shewed hereafter.

a	e	i	o	u
				
<i>An Apple.</i>	<i>An eare.</i>	<i>An Ele fish.</i>	<i>An oke leaf.</i>	<i>A Woodcock.</i>
l	m	n	r	h
				
<i>A Lion.</i>	<i>A Moule.</i>	<i>A Needle.</i>	<i>A Ring.</i>	<i>A harts horn.</i>

A Methode.

f	b	p	d	t
				
Sheares.	A Ball.	A Pearce.	A Drum.	A Trumpet.
g	ʒ	v	d	2
				
A Grasshopper.	A Ierkin.	A Vane.	The Sunne.	Zacheus.
k	G	f	t	s
				
A Key.	A Chaine.	A Filbert.	A Thimble.	A Squirrell.

¶ Here is to be noted, for that there is not in my remembrance the names of any thing which beginne with the soundes of d. or 2. I haue vsurped the article de, with the Sunne, for the best I could as yet thinke on: and the little man Zache, that climed in the wilde figge tree. Luk. xix.

¶ Now you may teach your Scholler, to remember the letters by the names of the portraures, first the five vowel's, forth and backe, which when he thinketh to know, you may doe the like with the rest, and when he hath so gone ouer all forth and backe, then you may shew them vnto him downewardest, and vpwardest, and when he thinketh to know the letter alone, you may doe well

B. ij.

A Methode.

well to hide the portraiture with your finger, or some Paper fitte to couer the
sue in the line you take leuell, to cause him to haue the more regarde to the
shapes of the letters.

And when the learner doth know, and can name the Portrayures rea-
dily, you that teach, must take heede that you teach not your Scholler as you
were taught. And first vnderstand you, that the pricke which I write vnder
euery vowell as *a*, is worth *aa*: and *e*, *ee*: *i*, *ii*: *o*, *oo*: *u*, *uu*. and in teaching
the letter or naming it, you must sound no more of the portraiture which doth
remember it, than the very sound of the letter, as may be thus Of *A*ple, *a*: of
eare, *e*: of eele, *i*: of oke-leafe, *o*: and of wood-cock, *u*. And so of the rest as
of *Lion* (you may not name the *l. m. n. nor r.* as you haue bene taught, calling
them *cl. cm. cn. cr*: but giue them the same soundes, you do find in their por-
trayures, without sounding of any vowell before them). as may be thus, *l-yon*:
M--oul: *N--idl*: *R--ing*: and as they are sounded when they are doubled
in the middest of wordes, as in falling, Miller, sounding them alone, as maye
be of *ll. in fa--ll--ing*, and *Mi--ll--er*. So of *m*, as of *Ha--mun--on*: of *n*, as
in *Ta--nn--er*. of *r*, as in *fu--rr--ed*, nothing touching any vowell: for they
are indifferent for all vowells and diptongs, both before, and also after
them, and therefore ought not to haue the name stayde with any of them, for
that is to the learners hinderance, as much as may be: and it is as reaso-
nable to name the vowell with the helpe of any one or other Consonant, as the
Consonant by the helpe of any one or other vowell. And in teaching the
breath, *h*. it signifieth nothing else but the putting forth of the pure breath
without any maner of sound, or other aspiration: as in *a--hh--a*, or *hah*: *e--*
or sb. & onely *hh--e*, or *heb*, and so of the rest of the rowels and diptongs. And for the *sb*
sed and rea- which I shape with one sole figure thus *h*. for that it commeth clearly with a
in why. breath, hard thrust thorow the teeth, in drawing the tongue inward towards
the vpper great teeth, without touching of the pallet, and so is an aspiration
differing from the former, and nothing framed with the *s*. for that the *h*. and
s. are framed in the mouth, the tongue filling the pallet, and touching of all
the vpper teeth. And so ought to be taught of himselfe, as in *a--sksh--*.

Now it is to be noted, that one vowell, in euery werde of one sillable,
where the pricke is not therevnder markt, for the longer time: that vowell is
sufficiently knowne to be short, without dubbling of the following consonant.
But in wordes of many sillables, the shortness of the vowell, hath bene vsed
to be noted, eyther with one consonant dubbed, or by going before two diuers
consonants, and for the long time of vowels there is sufficiently sayde.

Then

A Methode.

*Then proue how he can say the five vowels euery way:
as in these Tables.*

<i>a</i>		<i>e</i>
	<i>i</i>	
<i>o</i>		<i>u</i>

<i>a</i>	<i>o</i>	<i>i</i>	<i>u</i>	<i>e</i>
<i>e</i>	<i>u</i>	<i>o</i>	<i>a</i>	<i>i</i>
<i>i</i>	<i>a</i>	<i>u</i>	<i>e</i>	<i>o</i>
<i>o</i>	<i>e</i>	<i>a</i>	<i>i</i>	<i>u</i>
<i>u</i>	<i>i</i>	<i>e</i>	<i>o</i>	<i>a</i>

Diſt.

Then

A Methode.

Then the six other as in the two Tables
herevnder.

<i>l</i>		<i>m</i>
	<i>h</i> <i>δ</i>	
<i>n</i>		<i>r</i>

<i>l</i>	<i>r</i>	<i>δ</i>	<i>m</i>	<i>h</i>	<i>n</i>
<i>m</i>	<i>h</i>	<i>l</i>	<i>n</i>	<i>δ</i>	<i>r</i>
<i>n</i>	<i>δ</i>	<i>m</i>	<i>r</i>	<i>l</i>	<i>h</i>
<i>r</i>	<i>l</i>	<i>n</i>	<i>h</i>	<i>m</i>	<i>δ</i>
<i>h</i>	<i>m</i>	<i>r</i>	<i>δ</i>	<i>n</i>	<i>l</i>
<i>δ</i>	<i>n</i>	<i>h</i>	<i>l</i>	<i>r</i>	<i>m</i>

Vowels

A Methode.

Vowels doe come together and shew in speech their severall soundes, often two together, and seldom three. When two come together, we vsurpe for it the Greeke worde diphthong, which signifieth a double sounde: whereof the first is commonly short, and the latter long: and may be .xx. but we haue not all in vse, yet to occupie the learner with diuersitie, I will set them all as in the Table following, which shoulde bee presented to the learners eye, as is sayde of the rest.

ae	ai	ao	au
ea	ei	eo	eu
ia	ie	io	iu
oa	oe	oi	ou
ua	ue	ui	uo

And when the first vowel is spoken long, it ought to bee so noted in writing with the prick vnder: and where three doe come together in speech, they are all in like maner written: and if there bee neyther first vowel nor last noted with a pricke for a longer time, or with this marke of diuision ouer thus (") they doe all make but one syllable, and often two vowels are together, when the one serueth to the first, and the other to the latter syllable, then the latter hath the

same marke of diuision ouer it, as followeth. For the long vowel first a bowe of a tree, differs from a bou to shoote with: an alley boull from a bouldish: the ou in a Sou pig, differs from ou to sou a scame, or corn, or a shooc soul, and a mou of corne, from to mou the gras. And so of oi, in hois the sayle, from oi in an oyster: and of the deuision, as in Israëll, and well.

And triphthongs or treble soundes, are when three vowels come together in one syllable, as by my following order of writing: I finde for wise, wise, and boyes boy, should be written, ueiꝛ, ueiꝛ, and hneiꝛ buci, and so of eaur, for an eawer for water. And in mieu, and ieu, in these sentences, the Car doth mieu: and she milkes the ieu: and uoad, to dei b'iu, the cloth is uoaded, and such like.

Bij.

A.

A Methode.

A Table of all the sayde first, xi. letters together, so be
perfisly sayde enery way.

a	l	r	o	e	m	u	i	n	δ	h
e	m	h	u	i	n	l	o	r	a	δ
i	n	δ	l	o	r	m	u	h	e	a
o	r	a	m	u	h	n	l	δ	i	e
u	h	e	n	l	δ	r	m	a	o	i
l	δ	i	r	m	a	h	n	e	u	o
m	a	o	h	n	e	δ	r	i	l	u
n	e	u	δ	r	i	a	h	o	m	l
r	i	l	a	h	o	e	δ	u	n	m
h	o	m	e	δ	u	i	a	l	r	n
δ	u	n	i	a	l	o	e	m	h	r

A Methode.

Now trusting you (that can read) know the due sounde and breath of these foresayde .xi. letters, and that such as may teach others know how to informe them therein. And when they sayle, let them turne backe to the portraytures, and proue whether they can finde their owne errors or not: if not readily, it is best to helpe them, to lose no time. Whereunto as there ought to be regards, so also ought you not to be ouer busie in helping of learners, but giue them alwayes occasion to proue their owne wittes and memorie.

Of fillables.

A fillable is that word, or part of worde, which is spoken roundly together, without any stay of sounde: wherein is sounded at least one pure and full vowell, with some one consonant or more: but if it be with a consonant, and a semivocall, it is no full fillable, though it seeme a fillable. For as the l. m. n. and r, are of nature in man, r spoken with the sounde, or halfe sounde of the vowell: so when the speech doth vse them with one or two consonants without vowell, then they are not to be called fillables, but halfe fillables, which commonly come at the latter ende of wordes: and so ought to bee written, and may be read roundly all together, as is vsed in one fillable: and therefore I doe not here after set any marke to note such wordes for two fillables.

Here follow the foresayd .xi. letters so as you may see how fillables may be made of themselves, which you may diuersifie to your Scholler at pleasure: eyther taking all the fine vowels, first in order with one breath or consonant, and so one after the other, else first with one vowell, to go ouer all the breathes and consonants, and so therest. And may make fillables eyther of two, three, or foure letters.

I can not to often admonish the teacher to bee carefull in sounding of the letters, in their proper and onely breath and sound, or breath alone, simple or compound: pure and simple there are but two. h. and f. which are breathed the first without the helpe of tongue, lips, or teeth, and the second by thrusting the breath thorow the teeth, without helpe of tongue or lippes, and the vii. others I call sisters (to b. d. g. p. v. s. and z. which for that they haue the inward sounde, I call the brethren) p. t. k. c. f. ti. and s, which are compounded with the breath, and the helpe of the lips, tongue or teeth, alwayes without any sound due to themselves: and so there are .ix. breathes, wherof two are pure and simple, and the vii. others composed as is sayde alwayes without any proper sounde.

A Methode.

a	b, b	a	r	a
e	δ, δ	e	n	e
i	l, l	i	m	i
o	m, m	o	l	o
u	n, n	u	δ	u
	r, r		h	

Examples of the use of the sayde xi. letters.

a, an-na, ab-ha, arm, har
 e-er, en-ne-mi, ei, me, ue.
 i-l, iu, ei, ui, uil-i, il-mi, hi, di.
 o, o-nor, oun, ro, no, mor.
 u, ui, uidueltu iu.

A Methode.

l-ei-ôn, la⁺dl, la⁺m, la⁺m, ma⁺l.
m-ou⁺l, ha-mm-er, ma⁺n, li⁺m
n-i⁺, no⁺n, ma-nn-i⁺, huen, in.
r, ra⁺r, ro⁺r, ha-rr-i⁺, ro, or.
h-or⁺n, ha⁺b, he-hh-o, lauh.
δ-er, δuaδ, a-δδ-es, raδ.

I aduertise the teacher, though his learner read the sillables here before for-
wards well, (peradventure led to it partly by remembring of the thing wher-
fore it is written) yet for his better exercise, though it signifie nothing, let him
also name euery one letter backward in the same sound and breath, or both,
as eche is taught alone before.

Now will I giue you examples of diuers wordes and sentences which are
to be written with the foresayd xi letters, that your scholler may be comforted
therewith vntill he haue learned the rest hereafter: which are for his in-
couragement to be able to reade: though without regarde
of the master, and as profitable the Scholler
should name the letters persitely and
readily backward as
forwards.

A Methode.

oh mein oun lam, hou ar
iu lam? o mein oun man,
mei mar ran ruδ-din mei
hilon a uaul, an le mi in a
mei-er. Her mi, uil iu biel
mei hil? ie ma ri uil-ei. hou
uiliu hom? iur man me do
mei uu-man hou ei am: an
aul hueil remen iu hier.
ei uil hom, ei am uiri. An
ei am sor an lam, an hou
δaul ei lei hier alon?

A Methode.

hou, huei ro. iu hien: iu
 ſaul ro no mor ner mei
 ſor: nor le iur oer in mei
 ue. iur nu-man an mei
 man, ſaul mar-ri in a me-
 ri me mor-ro. huom iur
 niu mil-ler: no, mei lam
 ma-ri-ner. no mor nou

If the learner can name the .vij. payres of letters (whereof the firſt .xiiij.
 haue a ſtopping of the breath, and the .vi. other a continuall breath, all with-
 out the helpe of any vowell, as they are uſed in the names of the portraytunes;
 and as they are ſet alone, at the beginning of their names hereafter) then help
 him to read that which followeth.

b—au, bab a-bb-a dab.

p—er ppp pppp ar ppp.

A Methode.

d—rum, dad, a-dd-er, did,
la-dd-er, da-vid,

t—rum-pet, o-tt-er, hat,
tart, tu-tt-i, uat, prat.

g—res, bra-gg-er, gag,
da-gg-er, rig, uag.

k—e, kak, e-kk-o, kirk,
ku-kk-u, uurk, uek.

For j. conso-
nant or g. be-
fore e, and i.
z is oncty vsed

z—er-kin, zentl, do-zz
er, zor z, zug-ler, raz.

For ch. & vsed
alone.

Ç—en, ÇurÇ, Çaunz,
Çir, ri-Çard, paÇ.

A Methode.

v—an, vav, e-vv-a, vo-i's
vi-2ard, hav, sav.

f—il-bert, su-ff-er, far,
fer, foul, raf, saf.

d—e, dou, ui-dd-out, For the one
sound of th. d
is always
used.
dat den dus bad bod.

to—imbl, tori toif smit For th. fi. is
only used.
toik toin seto friso.

2—a-Ge-us, 2a-ka-ri 2e-
bed, e-22-i, ho2, no2.

s—kui-rel, ses, po-ss-e-ss-
ed las lasuas.

A Methode.

In ðe nam ov ðe fadr
and ov ðe sun, and ov
ðe holli gost. so bi it.

ðe lords preç, bi-lif, and ten kom-maund-ments.

Our fadr huiç art
in hevn hal-lu-éd bi
ðei nam. ðei king-
dum kum. ðei wil bi dun
in erth, a2 it iz in hevn.
Giv-u2 ði2-ðe, our ðe-li
bred. And for-giv-u2
our tres-pas-ses, a2 ui

A Methode.

for-giv dem, dat tres-
pas a-genst us. And led
u2 not in-tu tem-ta-si-on.
but de-liv-r-us from evl.
so bi it.

Pi bi-liv in God de
fadr aul-mih-ti, ma-
kr ov hev'n and erd. and
in Je-zus **k**rist hi2 uon-
li sun our lord. Hui2 was
kon-sevd bei de hol-li

A Methode.

gost, born op de vir-zin
ma-ri. Sufferd undr
pons pei-lat, uas krii-si-
feid, ded and biu-ri-éd, hi
des-sen-ded in-tubel. **D**e
soird de hi rozen from
de ded. **H**ē as-sen-ded in-
tu hevn, and sit so on de
riht hand op God de
fader aul-mih-ti. from
dens hi so aul kumtuzuz
de kuik and de ded. **C**i

A Methode.

bi-lyv in de hol-li gost,
de hol-li ka-foo-lik Gur-
G, de kom-mu-ni-on of
sents, de for-giv-nes of
sinz. De re-zur-rek-si-
on ov de bod-di. And de
leif evr-last-ing. So
bi it.

God spak tu mo-ze (ap-pi-ring eks-o-dus de tuen-tis) first de-klar-
ing huat hi is, se-ing. ei am de lord dei god, huiG hav brouht di out
ov de land ov e-zipt, out ov de hous ov bond-az.

Ou fault hav non
vdr godz but mi.
lord

A Methode.

Lord haue mer-si-up-on-
us, and, in-klein our her-
tstu kip di 2 lau.

Dou shalt not make tu
dei self, ani gravn i-maz
nor de leik-nes ov ani
thing dat iz in hevn a-
buv, or in d-erth be-ned,
nor in de uatr undr d-
erth, dou shalt not bou
doun tu dem, nor uur-sip
dem: for ei de Lord dei

A Methode.

God am a zeluz God,
and vizit de sinz ov de
fadr up-on de Gildrn
un-tu de bird and for to
ze-ne-ra-si-on, ov dem
dat bat mi, and so mer-
si un-tu thou-sandz in
dem dat luv mi, and kip
mei kom-maund-ments.

Now fault not tak de
nam, ov de lord dei god
in ven, for de lord wil not

A Methode.

hould him guiltles dat
takts hiꝛ nam in ven.

Re-membr dat thou kip
hol-li de sab-bot de. Siks
deꝛ fault thou labr, and
du aul dat thou bast tu
du: but de seyntis de,
iꝛ de sab-bot ov de lord
dei god: in it thou fault
du no ma-ner ov uurk,
thou and dei sun, and dei
daubtr, dei man, serp-

A Methode.

ant, and dei med serv-
ant, dei katl, and de str-
anzr dat iz uid-in dei
gats: for in siks dez de
lord mad bevn ander to,
de se and aul dat in
dem is: and rest-ed de
sevn to de. huer-for de
lord blest de sevn to de,
and hal-lu-ed it.

Ho-nor dei fadr and dei
mudr, dat dei dez me bi

A Methode.

long in deland, huiſe de
lord dei god giv-est di.
ou fault du no murdr.
ou fault not kom-mit
ad-vou-tri.

ou fault not stel.
ou fault not ber fals
uit-nez agenst dei neh-
bur.

ou fault not kuy-et
dei neh-bur2 hous, ou
fault not kuy-et dei neh-

A Methode.

bur2 ueif, nor his serv-
ant, nor hi2 med, nor hi2
oks, nor hi2 as, nor a-ni
thing dat iz his.

Lord ha2 mer-si vp-on-us, and ureit aul the2 dei lau2 in our berts, vi
bi-si2 di.

gras bi-for met.

tu de makr, givr ov
leif, and fidr ov evri kre-
tiur, a2 uel in de se a2 on
d-ert2, for de be-huf and
ius ov man-keind, bi un-
fen-ed toanks, bi-si2-ing
him

A Methode.

him of hiꝝ gret mer-si,
tu giu-us hiꝝ gras so tu
iuꝝ de sam nou and aul-
ueꝝ, aꝝ me bi tu hiꝝ glo-
ri, and our soulꝝ helth.
so bi it.

God saꝝ his Our G, our
kuin and rem, and send
us pes in krist. so bi it.

gras af-ter met. ♡

Nou let us do our seluꝝ
thank-fultu god for deꝝ
E.ij. biꝝ

A Methode.

his gifts, and for our
helth, and vnder his be-ne-
fits, huer-uith hi in-du-e &
us, be-for ma-ni ov our
pur bridrn, hui & repre-
zent him: let u2 der-for
help su & in aulder uan-
ts tu our pou-er: huer-
bei & feth-le2 me tak ek-
s-ampl, tu & glo-ri ov
our al-mih-ti god. so bi it
Gods w his Cur & and so forth.

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Hart, John